

Seguin Independent School District
Koennecke Elementary School
2024-2025 Campus Improvement Plan



Board Approval Date: October 29, 2024
Public Presentation Date: October 29, 2024

Mission Statement

Excellence Through Equity

#Legado

Vision

Koennecke Champions achieve academic excellence

Value Statement

At Koennecke Elementary, our mission is to build a lasting legacy of academic excellence by empowering every student to achieve their highest potential. We are dedicated to fostering a nurturing and inclusive environment where hard work, respect, and a commitment to academic excellence are the cornerstones of our community.

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Comprehensive Needs Assessment

Revised/Approved: August 21, 2024

Demographics

Demographics Summary

Koennecke is one of the largest elementary schools in Seguin with an average enrollment of approximately 570 students. It is one of three dual language or SEL elementary campuses.

In 2023-2024 PEIMS data reflect that the campus has approximately 71% economically disadvantaged students, 29% of our students have limited English Proficiency, are Emergent Bilinguals, or are learning English as second language, 78% at risk, 18% Special Ed, 2% Homeless, and 5% Section 504, 3% receiving services for dyslexia, 12% Gifted and Talented, 35% in dual language programming, and 7% of the campus are recent immigrants.

According most recent TAPR, the teacher demographics are 44.3% Hispanic, and 55.7% White. 6% are male, 94% are female. 8% of the teachers are in their first year, 38% have between 1-5 years experience, 23% have between 6-10 years experience, 14% have between 11-20 years experience, and 11% have over 20 years experience. The average years of experience is 9.2.

13 of 30 classrooms (43%) were not staffed with a certified teacher for the entirety of the school year.

Demographics Strengths

Koennecke serves a diverse population of students and the campus community is enriched with the dual language program. The campus is growing in population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Dual language students do not perform at the same rate as their peers. **Root Cause:** There is difficulty recruiting and retaining qualified dual language teachers, inconsistency in the program model, and difficulties in accessing equitable resources.

Problem Statement 2 (Prioritized): Students served in special education do not demonstrate adequate growth. **Root Cause:** A very high student to teacher ratio.

Student Learning

Student Learning Summary

CHANGE NEEDED- Koennecke consistently performs on par with the district on benchmark and local assessments. The campus often performs above district and state on Istation reading assessment measures.

Student Learning Strengths

The campus has strong literacy practices in place with a focus on writing and foundational literacy practices. The campus has seen strong scores in state and local assessments, including Istation ISIP assessment data that indicates the campus performs above district and state norms.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student sub-populations performing below grade level in all content areas are not making adequate progress **Root Cause:** Inconsistency in programming and lack of differentiation

Problem Statement 2 (Prioritized): Students in dual language programming are falling far below peers in monolingual settings **Root Cause:** Instructional model prioritizes language acquisition over grade level content.

Problem Statement 3 (Prioritized): Students demonstrate gaps in grade level math competency **Root Cause:** Teacher implementation of new resource focused on delivery of resources, rather than closing the gaps with instruction designed around grade level TEKS

Problem Statement 4 (Prioritized): Early raw score data, of all subjects and grade levels, indicate only 60% of students fall into likely passed range at approaches or higher. **Root Cause:** Implementation of new resources, a lack of qualified and experienced teachers, resource issues in special programs, and high numbers of special populations.

School Processes & Programs

School Processes & Programs Summary

The campus has an ongoing focus on professional development in foundational literacy. The leadership team has been trained in the science of reading and the majority of K-3 teachers have completed the Texas Reading Academy training. Writing instruction has been improved with cross curricular opportunities using responses to Character Strong lessons and students have used these opportunities to improve technology skills.

School Processes & Programs Strengths

A strength for the campus is the level of literacy expertise the assistant principal and principal contribute and discipline and attendance focus the assistant assistance principal supports through Koennecke Champions PBIS initiative. An additional strength is the addition of a certified dual language instructor in the role of instructional coach.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are not enough opportunities for meaningful parent involvement **Root Cause:** After school programming has complicated events such as Martes Con Los Matadores, due to staffing and space issues.

Problem Statement 2: Students are not showing as much growth in math as they are in reading **Root Cause:** Previous master schedule issues make it difficult to include all relevant participants in math PLCs

Problem Statement 3 (Prioritized): There are not enough opportunities for meaningful learning in the specials rotation. **Root Cause:** The student to teacher/para ratio was 1 to 34 for the specials rotation.

Perceptions

Perceptions Summary

The OHI showed growth in all those areas, moving from an overall score of 495 (average) to 590 (higher than 97% of schools). However, the area of Academic Emphasis, which refers to the school's press for achievement and the expectation of high achievement is met by students who work hard, are cooperative, seek extra work, and respect other students who get good grades, is rated below average, indicating an area for growth. Another area for potential growth is Resource Influence, which measures which reflects the principal's ability to affect the action of superiors to the benefit of teachers.

Perceptions Strengths

Collegial leadership and instructional integrity are particular areas of strength.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Organizational Health Inventory scores indicate opportunities for improvement in academic emphasis **Root Cause:** Lack of consistent administrative team has impacted campus culture Health Inventory scores indicate opportunities for improvement

Problem Statement 2: Organizational Health Inventory scores indicate opportunities for improvement in resource influence **Root Cause:** Stakeholders express lack of confidence in some programming and resources

Priority Problem Statements

Problem Statement 1: Dual language students do not perform at the same rate as their peers.

Root Cause 1: There is difficulty recruiting and retaining qualified dual language teachers, inconsistency in the program model, and difficulties in accessing equitable resources.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students served in special education do not demonstrate adequate growth.

Root Cause 2: A very high student to teacher ratio.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students in dual language programming are falling far below peers in monolingual settings

Root Cause 3: Instructional model prioritizes language acquisition over grade level content.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student sub-populations performing below grade level in all content areas are not making adequate progress

Root Cause 4: Inconsistency in programming and lack of differentiation

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students demonstrate gaps in grade level math competency

Root Cause 5: Teacher implementation of new resource focused on delivery of resources, rather than closing the gaps with instruction designed around grade level TEKS

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Early raw score data, of all subjects and grade levels, indicate only 60% of students fall into likely passed range at approaches or higher.

Root Cause 6: Implementation of new resources, a lack of qualified and experienced teachers, resource issues in special programs, and high numbers of special populations.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There are not enough opportunities for meaningful learning in the specials rotation.

Root Cause 7: The student to teacher/para ratio was 1 to 34 for the specials rotation.

Problem Statement 7 Areas: School Processes & Programs

Goals

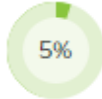




Goal 1: Increase the percentage of 3rd-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 39% to 55% by August 2027.

Performance Objective 1: By the end of the 2024-2025 school year, the percentage of students identified as SpEd achieving approaches grade level or above on the STAAR reading in grades 3-5 will improve from 25% to 40% by August 2025.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR






| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Increase foundational skills in reading through research based practices and explicit instruction</p> <p>Strategy's Expected Result/Impact: Increased scores on formative and summative assessments</p> <p>Staff Responsible for Monitoring: Instructional coach and principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Formative | | | Summative |
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Goal 1: Increase the percentage of 3rd-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 39% to 55% by August 2027.

Performance Objective 2: Increase percentage of K-2 students reading in levels 3-5 on the ISIP reading assessment from 47% to 65% by May 2025






HB3 Goal

Evaluation Data Sources: Isip assessments

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Implement Istation intervention lessons for students performing below the 40th percentile on ISIP.</p> <p>Strategy's Expected Result/Impact: Students receiving instruction with Istation intervention lessons should show moderate to advanced growth in Istation growth reports.</p> <p>Staff Responsible for Monitoring: Instructional coach</p> | Formative | | | Summative |
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Goal 1: Increase the percentage of 3rd-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 39% to 55% by August 2027.






Performance Objective 3: Increase percentage of K-2 students reading in levels 3-5 on the ISIP Espanol reading from 25% to 45% by May 2025.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Implement Istation intervention lessons for students performing below the 40th percentile on ISIP Espanol.</p> <p>Strategy's Expected Result/Impact: Students receiving instruction with Istation Espanol intervention lessons should show moderate to advanced growth in ISIP Espanol growth reports.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> | Formative | | | Summative |
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Goal 1: Increase the percentage of 3rd-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 39% to 55% by August 2027.

Performance Objective 4: Increase the percentage of 3-5 students scoring 4 on ECR from 45% to 60% by August 2025.

Evaluation Data Sources: STAAR

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Write like a champion | Formative | | | Summative |
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Goal 2: Campus will increase the percentage of 3rd-grade students who score meets grade level or above on STAAR math from 25% to 40% by August 2025.

Performance Objective 1: By the end of the 2024-2025 school year, the percentage of students achieving meets grade level or above on the STAAR math in grades 4-5 will improve from 34% to 50%.

High Priority






HB3 Goal

Evaluation Data Sources: STAAR

| Strategy 1 Details | Reviews | | | |
|--|--|------------|------------|------------------|
| <p>Strategy 1: The campus instructional coach's primary focus will be math planning, PLC, lesson internalization, co-teaching, coaching, and small group internalization.</p> <p>Strategy's Expected Result/Impact: Student growth as a result of better teacher internalization of lesson plans teachers benefiting from coaching support</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: The campus will collaborate with thinking partner campus to meet for super PLC to backwards plan each math unit for grades 2-5</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity in content area and increased scores on summative and formative assessments</p> <p>Staff Responsible for Monitoring: Instructional coach and principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Formative | | | Summative |
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Goal 2: Campus will increase the percentage of 3rd-grade students who score meets grade level or above on STAAR math from 25% to 40% by August 2025.

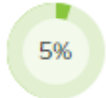




Performance Objective 2: Increase the percentage of 5th-grade students who score meets grade level or above on STAAR Math from 37% to 52% by August 2025.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Implement quarterly super PLCs with partner campus to allow time to dive into TEKS, assess student data (current and historical) and lesson plan.</p> <p>Strategy's Expected Result/Impact: Evidence of increased student mastery of grade level TEKS on summative and formative assessment data points.</p> <p>Staff Responsible for Monitoring: principal</p> | Formative | | | Summative |
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Goal 3: By the end of the 2024-2025 school year, overall STAAR scores for Koennecke 3rd-grade through 5th-grade students will increase in all subjects from 63%/39%/17% to 75%/52%/20% in the areas of approaches, meets, and masters.






Performance Objective 1: By the end of the 2024-2025 school year, 60% of Koennecke students will participate in CCMR activities such as Texas Day, Junior FFA and related extensions in the science classroom.

Evaluation Data Sources: attendance records for activities

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Implement Junior FFA Strategy's Expected Result/Impact: Improved community perspective shown in surveys, improved scores in science and writing as students have increased opportunities for cross-curricular, relevant learning experiences. Staff Responsible for Monitoring: Junior FFA Lead | Formative | | | Summative |
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Goal 3: By the end of the 2024-2025 school year, overall STAAR scores for Koennecke 3rd-grade through 5th-grade students will increase in all subjects from 63%/39%/17% to 75%/52%/20% in the areas of approaches, meets, and masters.





Performance Objective 2: Increase the percentage of 5th grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Science from 28% to 52% by August 2025.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Implement Learning Outside the Classroom initiative at the Outdoor Learning Center for students in 3-5. Strategy's Expected Result/Impact: Improved science scores on summative and formative assessments. Staff Responsible for Monitoring: Principal | Formative | | | Summative |
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Goal 4: Campus will improve student, parent, community, and staff perception as determined by the Gallup Poll.






Performance Objective 1: After determining baseline, Koennecke will score above average on components of Gallup Poll.

Evaluation Data Sources: Gallup Poll

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Build partnership with TLU athletics to provide peer mentoring during lunch</p> <p>Strategy's Expected Result/Impact: Increased positive score on Gallup Poll</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Connect high school to career and college</p> | Formative | | | Summative |
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Goal 5: Based on the school performance framework (QSA) campus tiering, Koennecke will be a Tier 1 campus by August 2027.

Performance Objective 1: Improve our attendance rate from 93.8% to 95%.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Continue to implement Koennecke Champions behavior and attendance incentives Strategy's Expected Result/Impact: Decrease in absences Staff Responsible for Monitoring: assistant principal | Formative | | | Summative |
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Goal 5: Based on the school performance framework (QSA) campus tiering, Koennecke will be a Tier 1 campus by August 2027.

Performance Objective 2: Decrease ISS/OSS incidents form .36% to .25%.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Continue to implement Koennecke Champions behavior and attendance incentives, implement Character Strong social skills curriculum Strategy's Expected Result/Impact: decrease in office visits for discipline issues Staff Responsible for Monitoring: assistant principal | Formative | | | Summative |
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Goal 5: Based on the school performance framework (QSA) campus tiering, Koennecke will be a Tier 1 campus by August 2027.

Performance Objective 3: Improve retention rates from 86% to 90%.

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| <p>Strategy 1: Provide coaching and preparation time for licensing requirements for employees completing certification requirements</p> <p>Strategy's Expected Result/Impact: District temps will complete certification requirements and be retained as teachers</p> <p>Staff Responsible for Monitoring: principal</p> | Formative | | | Summative |
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Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|---------------------|----------------------|------------|
| Jeanette King | Instructional Aide | 211 Title I, Part A | 1.0 |
| Jessica Davila | Tech Lab Aide | 211 Title I, Part A | 1.0 |
| Kaitlyn Ranft | Instructional Aide | 211 Title I, Part A | 1.0 |
| Saray Dominguez | Instructional Coach | 289 Title IV, Part A | 1.0 |

Site Based Decision Making Committee

| Committee Role | Name | Position |
|-----------------------|--------------------|---------------------|
| instructional coach | Saray Dominguez | instructional coach |
| teacher | Stephanie Kautzsch | teacher |
| teacher | Amanda Brown | teacher |
| admin | Amanda Santos | assistant principal |
| teacher | Nevada Hill | teacher |
| teacher | Stephanie Weaver | teacher |
| teacher | Tatum Braune | teacher |
| teacher | Stacey Neumann | teacher |
| counselor | Ross Terry | counselor |
| community member | Caryn Pond | community member |
| business rep | Joe Cardenas | business rep |
| parent | Eli Santos | parent |
| admin | Lesli Mahaffey | principal |